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ABSTRACT

Intended as an aid in the development of grade 13 Spanish programs, this curriculum guide reviews fundamental instructional objectives of the course and provides a suggested book list. Included in the list are works on: (1) literature anthologies, (2) drama, (3) short stories, (4) novels, and (5) reference materials--dictionaries, grammars, Spanish culture, and teacher resources. The content, type of editing, and suitability for average or advanced students are indicated for each work. (RL)

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AIMS

This document is intended to help teachers prepare a Grade 13 program in Spanish; it supersedes all previous documents.

The teacher now is responsible for choosing textbooks for the authors program; for this reason, this booklet offers suggestions to help in making choices and it lists both books and reference materials that would be suitable for Grade 13.

In outlining a Grade 13 course in Spanish, the teacher should aim at development of five skills:

- auditory discrimination
- comprehension of the spoken word
- facility to express thoughts orally
- ability to read written Spanish
- ability to compose written Spanish

THE SPOKEN WORD

The teacher should conduct all classes in Spanish so that the student will be exposed to the spoken word as much as possible. This is important for two reasons: to develop the student's ear for Spanish when others are speaking and to develop his fluency in the language when he is speaking himself.

Recorded material is invaluable in attuning the student's ear to Spanish, particularly if the same record is repeated often enough to be familiar, and if it reproduces the voice of a native speaker at a normal rate of speed. By using a variety of recordings, the teacher can illustrate the differences between Castilian and Latin American Spanish, although it is unimportant which the teacher uses himself as long as he is consistent.

In developing the student's facility to express himself verbally, the teacher should use the reading program as a starting point. He should aim for a conversation at normal speed with more ambitious contributions from the students than in earlier grades. The basic vocabulary and grammatical structures mastered in previous years will, of course, form the basis of the student's knowledge. In Grade 13, these can be reviewed through oral drills, audio aids, or the language laboratory.

READING

Reading should be treated as a springboard to oral work. Although it is essential to read for accurate comprehension, teachers should avoid excessive grammatical analysis, word study, or translation.

Teachers can make reading more purposeful by assigning provocative questions to pupils before their preparation of a reading passage. This procedure can lead to a sense of anticipation which encourages pupils to read more carefully.

Reading material should parallel the development in other phases of language work.

Spanish

WRITING

The ability to write in Spanish is important to the course even though it now is subordinate to the art of conversation. However, teachers should not think of the written language in terms of the former Grade 13 examinations; they should aim for a free translation from English to Spanish even though they may find that the traditional literal translation is necessary at some stages of learning. The Grade 13 student should also produce some original compositions in Spanish: a summary or a critique of a reading assignment, or sentences in which the teacher has provided the key words.

TO CHOOSE TEXTBOOKS

In choosing Grade 13 reading material, the teacher should look for books that will appeal to students and lie well within their capabilities in both vocabulary and structures. He should aim for textbooks that will spark a lively discussion in class, possibly through the use of a wide variety: drama, short stories, novels, poetry, essays, or magazine and newspaper articles.

One pitfall to avoid is the book that has been studied before, even though in cases where many students have transferred from other school systems, the teacher may have to do considerable checking. This warning would not apply to sequential material; in fact teachers are encouraged to use it.

SOME BOOKS TO CHOOSE

The following list is in no way prescriptive or restrictive; it is impossible to list all books worthy of consideration. Content, type of editing, and suitability for average or advanced students have been indicated.

Anthologies

Modern Spanish Prose and Poetry, edited by Gustave W. Adrian (Collier-Macmillan), 1964, 216 pp.
At Grade 13 level, this anthology includes vocabulary, questions on content, biographical material, and drill on grammar, all in English. Selections are taken from the works of four poets, nine novelists, and one dramatist, all major literary figures of the late 19th or 20th centuries.

Leer, Hablar y Escribir, edited by Keesee, Lagrone, O'Connor (Holt, Rinehart and Winston), 1963, 333 pp.
This book is third in a series which would be a valuable addition to any Grade 13 classroom library. It covers a wide range of materials: newspaper and magazine articles, plays, advertisements, short stories, poetry, anecdotes, essays, sections from student texts used in Spanish America, essays on modern art. Accompanied by tapes, it includes conversation patterns, topics for oral exchange, grammatical index, and vocabulary.

Lecturas Amenas, edited by Kasten and Neale, Silva (Harper and Bros.), 1941, 495 pp.
A comprehensive anthology, this text features such writers as Julio Camba, Armando Palacio Valdés, Pío Baroje, Vicente Blasco Ibáñez, Pedro Antonio de Alarcón, Gustavo Adolfo Bécquer, Frederico, García Lorca, and Antonio Machodo. Three full-length novels are included: *José* by Valdéz, *Zalacaín el Aventurero,* by Baroja, and *El Sombrero de Tres Picos* by Alarcón. This collection, edited with footnotes, aids to translation (Spanish to English) and complete end vocabulary, has no exercises. There is sufficient material to allow the teacher to devise a good reading program for the normal or advanced students.

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Drama

Casona, Alejandro, *La Dama Del Alba,* edited by Juan Rodriguez-Castellano (New York, Charles Scribner and Sons), 1947, 151 pp. and notes.
This four-act play combines realism and fantasy. This edition includes explanations at the bottom of each page as well as six pages of background notes and a vocabulary list at the back of the text. There are also exercises covering both general content and essay type questions. This play is suitable for average Grade 13 students.

Casona, Alejandro, *Nuestra Natacha,* edited by William H. Shoemaker (Appleton-Century-Crofts), 1947, 178 pp.
This edition includes introduction, notes, exercises, vocabulary, drill on synonyms and idioms, questions on content as well as a short biography of the author and a bibliography.

Easy Spanish Plays, edited by J. Cano and H. Saenz, (Boston, D. C. Heath), 1938, 142 pp.
The six humorous plays in this anthology, all set in the late 19th century, are on a Grade 13 level. The humour is somewhat dated, but teachers will appreciate the idiom sections which provide grammatical explanations and questions every three or four pages throughout the text. In addition, there is a brief introduction for each author in English.

Vallejo, Antonio Buero, *En la ardiente oscuridad,* edited by Samuel A. Wofry (New York, Charles Scribner and Sons), 1954, 137 pp.
One of the major dramatic works of the modern Spanish theatre, *En la ardiente oscuridad* was first performed in 1950. It takes place in an institution for the blind with a parallel being drawn to everyone's desire to reach out beyond the limits imposed by physical nature and society. Suitable for normal Grade 13 students, this edition includes numerous footnotes, a complete vocabulary, and a series of exercises.

Usigli, Rodolfo, *El gesticulador,* edited by Rex E. Ballinger (New York, Appleton-Century-Crofts), 1963, 102 pp.
Written by Mexico's most distinguished modern playwright, this three-act drama opened in Mexico City in 1947. It is a satire on provincial politics in Mexico. This edition includes notes, excellent exercises (word study, questions, advanced projects), and a complete Spanish-English vocabulary.

Usigli, Rodolfo, *El Niño y la niebla* (Boston, D. C. Heath and Company), 1964, 74 pp.
This three-act drama opened in Mexico City in 1951, ran 450 performances, a record for the Mexican theatre. The Ibsen-like theme of hereditary insanity involves a student suicide. Although somewhat advanced for most Grade 13 classes, it features a practical vocabulary with a minimum number of idiomatic expressions. There are good notes and exercises and a complete Spanish-English vocabulary.

Casona, Alejandro, *Corona de amor y muerta* (Oxford University Press), 1960, 123 pp.
On an average Grade 13 level, this tragedy deals with the loves of Inés de Castro and her Portuguese Prince. This edition is particularly well done and includes an 1800-word vocabulary of which forty-two per cent is in the first thousand of the Buchanan list. Each scene is preceded by a word list and there are a few exercises, all in the present tense. The text and spelling are up to date.

Gorostiza, Celestino, *El color de nuestra piel,* edited by Soto-Ruiz and Trifilo (New York, Macmillan, 1966), 95 pp.
This thought-provoking play deals with racial discrimination within a family in

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contemporary Mexico. It is edited with introduction, footnotes, and end vocabulary and is suitable for the average Grade 13 class.

Short Stories

Cuentos hispánicos, edited by John A. Crow (Holt, Rinehart and Winston), 1939, 203 pp.
The twenty short stories in this volume are suitable for an advanced Grade 13 group, and they are usually well liked by students. Providing a cross-section of writing in Spain and South America during the late 19th and early 20th centuries, writers include Blasco Ibáñez, Julio Camba, Pío Baroja, Unamuno, Rubén Darío, Quiroga, and Valle-Inclán. The introduction gives a ten-page outline of the short story in both Spain and South America, and the works of each writer are preceded by a brief biographical sketch. There are several footnotes on each page. Although the vocabulary at the end of the book is Spanish to English, all the exercises are English sentences to be translated into Spanish.

Imaginación y Fantasía, edited by Yates and Dalbor (Holt, Rinehart and Winston), 1960, 142 pp.
The twelve short stories in this volume range from fable and fantasy to detective fiction, enough variety to suit any taste. Of average Grade 13 level, the stories start with a fairly simple vocabulary and increase in difficulty towards the end. All stories are on tape as well as some oral exercises. Two stories on the tape are not printed in the text, but are available in printed form for the teacher. The vocabulary for these is included in the text.

Cuentos de las Españas, edited by J. H. and C. V. Arjona, (New York, Charles Scribner and Sons), 1943, 148 pp.
These fifteen short stories include both humour and pathos and present considerable variation in the difficulty of translation although none are too advanced for Grade 13. Although students may find the book out of date, teachers will appreciate the simple comprehension and vocabulary questions provided for each story as well as the footnotes on each page. There is a brief introduction in English for each author, three of whom are Spanish-American.

Narradores de Hoy, edited by Helman and Arjona (Norton), 1966, 351 pp.
These twenty short stories, all published since 1940, represent the work of some of the most important Spanish writers of today. This book is well edited with a general introduction, brief biographies, comprehension questions, laboratory exercises, tapes of exercises and stories, and end vocabulary. There is enough material for the teacher to be selective and stress those elements appropriate to the particular class.

Selected Spanish Short Stories, edited by R. R. Ashburn, (New York, Thomas Y. Crowell), 1943, 182 pp.
The nineteen short stories, representing fourteen authors, all of whom are dead, are generally interesting, but many deal with the macabre or sad. This book is edited with introduction on word formation, a verb review, visible vocabulary, content questions, and an end vocabulary.

El Cuento, edited by Crowe and Dudley (Holt, Rinehart and Winston), 1967, 313 pp.
The forty-two stories, arranged in order of difficulty, give a wide selection to students and teachers. There are sixty-three pages of exercises composed of some vocabulary work and many discussion questions, followed by a complete vocabulary. This book is suitable for Grade 13 advanced.

Spanish

Novelistas Contemporáneos Hispanoamericanos, edited by Elegria and Lozano (Boston, D. C. Heath and Co.), 1964, 323 pp.
These short stories are representative of different areas of Central and South America in the first half of the 20th century. Although there are many helpful footnotes and an extensive vocabulary, there would still be a considerable degree of difficulty with vocabulary and style in some stories. It is recommended for advanced classes.

Novels

Alarcón, Pedro Antonio de, *El Sombrero de tres Picos,* edited by de Chasca (Ginn and Co.), 113 pp.
This humorous novel on the problem of the happy marriage, edited with copious notes, brief exercises on idiom, content questions and end vocabulary is suitable for Grade 13 advanced classes.

Caballero Calderón, Eduardo, *El Cristo de espaldas,* edited by Esquenazi-Mayo (New York, Macmillan, 1967), 116 pp.
This novel of mystery and social strife set in contemporary rural Colombia could serve as an excellent springboard for classroom discussion. It is edited with an introduction, footnotes, and an end vocabulary and is suitable for Grade 13 advanced classes.

Delibes, Miguel, *El Camino,* edited by Kossoff and Vásquez (Holt, Rinehart and Winston, 1960), 210 pp., tapes available for purchase or duplication.
This novel gives a boy's view of his world, a small village, on the eve of his departure for school some distance away. This sensitive, poetic work is edited with content and discussion questions, word study lists, and an end vocabulary. It is suitable for Grade 13 advanced students, especially girls.

Goytortúa, Jesús, *Lluvia Roja,* edited by Walsh (New York, Appleton-Century-Crofts, 1949), 140 pp.
This novel takes place in Mexico at the time of the military revolt against President Obrégon in 1923. It tells of the marriage of an innocent young girl to a ruthless soldier. This edition with notes, exercises and end vocabulary is suitable for average Grade 13 classes.

Goytortúa, Jesús, *Pensativa,* edited by Walsh (New York, Appleton-Century-Crofts), 148 pp.
This novel takes place in Mexico of 1928, and describes the violence, cruelty and hate caused by the civil wars. This edition with notes, questions and vocabulary is suitable for average Grade 13 classes.

REFERENCES

On pages 31-32 of *Curriculum I and S:43* teachers will find a list of reference material compiled in 1964. The following list presents other reference material not found in the above-mentioned list.

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Teacher Resource

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